




FSSE-NSSE
Combined Report 2016
Jacksonville State University

The display below highlights details in the *FSSE-NSSE Combined Report* that are important to keep in mind when interpreting your results. For more information about the survey, please visit our website (fsse.indiana.edu) or contact a member of the FSSE team.

1. **Sample:** The *FSSE-NSSE Combined Report* shows responses from both students and faculty at your institution who completed NSSE and FSSE. This report contains responses from faculty who responded to the survey based on their experiences teaching either a lower- or upper-division course. Data from faculty who responded based on another type of course or who did not report a course level are not included in this report. All student responses are based on information from all randomly selected or census-administered students at your institution, the same as those included in the *NSSE Frequencies and Statistical Comparisons* report.
2. **Class level:** Frequency distributions are reported separately for faculty who report teaching lower-division (LD) or upper-division courses (UD). Student responses are reported separately for first-year students (FY) and seniors (SR) as reported by your institution.
3. **Item numbers:** Item numbering corresponds to the survey facsimiles included in your *Institutional Report* and available on the NSSE and FSSE websites.
4. **Item wording and variable names:** Survey items are worded as they appear on the instrument. Variable names are included for easy reference to your data file, codebook, and *FSSE Frequencies* report.
5. **Faculty responses:** The percentage of faculty who responded at or above the indicated response category. To match the response categories provided on the FSSE instrument, this column heading varies throughout the report.
6. **Student responses:** The percentage of students who selected the corresponding response option. Response categories are listed just as they appear on the NSSE instrument. The distribution of student responses match those in your *NSSE Frequencies and Statistical Comparisons* report.



FSSE-NSSE Combined Report 2016

NSSEville State University

Academic Challenge

Higher-Order Learning

FSSE Item	Variable	Class	Very much or Quite a bit %
Percentage of faculty whose coursework substantially emphasizes the following in their selected course section:			
27b. Applying facts, theories, or methods to practical problems or new situations	fHOapply	LD	81
		UD	84
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD	84
		UD	86
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD	59
		UD	69
27e. Forming a new idea or understanding from various pieces of information	fHO	LD	82
		UD	82

Faculty Responses

NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Distribution of student responses to: How much has your coursework emphasized the following during the current school year?						
4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY	35	46	18	1
		SR	36	46	15	0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY	39	44	15	1
		SR	46	40	13	1
4d. Evaluating a point of view, decision, or information source	HOevaluate	FY	36	46	16	2
		SR	36	44	18	2
4e. Forming a new idea or understanding from various pieces of information	HO	FY	34	41	21	4
		SR	35	44	17	3

Academic Challenge

Faculty Responses

Student Responses

Higher-Order Learning

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %		
Percentage of faculty whose coursework substantially emphasizes the following in their selected course section:				Distribution of student responses to: How much has your coursework emphasized the following during the current school year?								
27b.	Applying facts, theories, or methods to practical problems or new situations	fHOapply	LD	73	4b.	Applying facts, theories, or methods to practical problems or new situations	HOapply	FY	23	44	28	5
			UD	85				SR	39	41	19	2
27c.	Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD	77	4c.	Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY	25	45	26	4
			UD	83				SR	37	39	21	3
27d.	Evaluating a point of view, decision, or information source	fHOevaluate	LD	65	4d.	Evaluating a point of view, decision, or information source	HOevaluate	FY	25	46	25	4
			UD	68				SR	32	43	21	3
27e.	Forming a new idea or understanding from various pieces of information	fHOform	LD	63	4e.	Forming a new idea or understanding from various pieces of information	HOform	FY	25	44	26	5
			UD	80				SR	33	42	22	3

Reflective & Integrative Learning

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %		
Percentage of faculty who reported that it is important that the typical student do the following in their selected course section:				Distribution of student responses to: About how often have you done the following during the current school year?								
23a.	Combine ideas from different courses when completing assignments	fRIintegrate	LD	56	2a.	Combined ideas from different courses when completing assignments	RIintegrate	FY	14	34	43	9
			UD	86				SR	30	40	26	4
23b.	Connect his or her learning to societal problems or issues	fRIsocietal	LD	64	2b.	Connected your learning to societal problems or issues	RIsocietal	FY	12	32	42	14
			UD	75				SR	27	37	29	6
23c.	Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	fRIDiverse	LD	58	2c.	Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIDiverse	FY	12	30	43	15
			UD	70				SR	26	32	32	10
23d.	Examine the strengths and weaknesses of his or her own views on a topic or issue	fRIownview	LD	66	2d.	Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	FY	22	42	30	6
			UD	80				SR	26	43	27	5
23e.	Try to better understand someone else's views by imagining how an issue looks from his or her perspective	fRIPerspect	LD	68	2e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	RIperspect	FY	22	43	31	5
			UD	76				SR	29	45	25	2
23f.	Learn something that changes the way he or she understands an issue or concept	fRInewview	LD	77	2f.	Learned something that changed the way you understand an issue or concept	RInewview	FY	18	47	32	3
			UD	87				SR	27	45	26	2
23g.	Connect ideas from your course to his or her prior experiences and knowledge	fRIconnect	LD	80	2g.	Connected ideas from your courses to your prior experiences and knowledge	RIconnect	FY	30	48	19	3
			UD	91				SR	39	46	15	0

Academic Challenge (continued)

Faculty Responses				Student Responses						
Learning Strategies										
FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who reported they substantially encourage students to do the following in their selected course section:				Distribution of student responses to: <i>About how often have you done the following during the current school year?</i>						
25e.	Identify key information from reading assignments	fLSreading	LD 71 UD 78	9a.	Identified key information from reading assignments	LSreading	FY 35 SR 44	45 38	18 15	3 2
25f.	Review notes after class	fLSnotes	LD 65 UD 63	9b.	Reviewed your notes after class	LSnotes	FY 42 SR 44	32 30	24 22	3 4
25g.	Summarize what has been learned from class or from course materials	fLSsummary	LD 79 UD 67	9c.	Summarized what you learned in class or from course materials	LSsummary	FY 31 SR 39	39 35	27 21	3 5

Quantitative Reasoning

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who reported that it is important that the typical student do the following in their selected course section:				Distribution of student responses to: <i>About how often have you done the following during the current school year?</i>						
22d.	Reach conclusions based on his or her own analysis of numerical information (numbers, graphs, statistics, etc.)	fQRconclude	LD 48 UD 62	6a.	Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	FY 13 SR 21	37 34	39 33	11 11
22e.	Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	fQRproblem	LD 38 UD 49	6b.	Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	FY 11 SR 19	24 28	44 37	21 16
22f.	Evaluate what others have concluded from numerical information	fQRevaluate	LD 31 UD 44	6c.	Evaluated what others have concluded from numerical information	QRevaluate	FY 11 SR 15	29 30	41 40	19 16

Additional Academic Challenge Items

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Low challenge %	Moderate challenge %	High challenge %
21.	In your selected course section, to what extent do you think the typical student does his or her best work?	fchallenge	LD 38 UD 70	10.	During the current school year, to what extent have your courses challenged you to do your best work?	challenge	FY 2 SR 1	45 36	53 64

Note: Response options ranged from 1=Not at all to 7=Very much;
Low challenge (1 or 2), Moderate challenge (3, 4, or 5), High challenge (6 or 7).

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Percentage of faculty who reported that it is important that their institution increase its emphasis on the following:				Distribution of student responses to: <i>How much does your institution emphasize the following?</i>						
2a.	Students spending significant amounts of time studying and on academic work	fempstudy	LD 90 UD 84	14a.	Spending significant amounts of time studying and on academic work	empstudy	FY 29 SR 35	47 45	21 18	3 2

Learning with Peers

Collaborative Learning

Faculty Responses

Student Responses

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %		
Percentage of faculty who substantially encourage students to do the following in their selected course section:				Distribution of student responses to: <i>About how often have you done the following during the current school year?</i>								
25a.	Ask other students for help understanding course material	fCLaskhelp	LD	59	1e.	Asked another student to help you understand course material	CLaskhelp	FY	17	36	37	10
			UD	59				SR	18	27	40	15
25b.	Explain course material to other students	fCLExplain	LD	49	1f.	Explained course material to one or more students	CLExplain	FY	19	41	37	3
			UD	52				SR	23	37	33	7
25c.	Prepare for exams by discussing or working through course material with other students	fCLstudy	LD	58	1g.	Prepared for exams by discussing or working through course material with other students	CLstudy	FY	22	30	37	12
			UD	63				SR	22	28	31	18
25d.	Work with other students on course projects or assignments	fCLproject	LD	52	1h.	Worked with other students on course projects or assignments	CLproject	FY	23	35	37	5
			UD	60				SR	22	38	33	7

Discussions with Diverse Others

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %		
Percentage of faculty who reported that students have substantial opportunities to engage in discussions with people from the following groups in their selected course section:				Distribution of student responses to: <i>About how often have you had discussions with people from the following groups during the current school year?</i>								
26a.	People of a race or ethnicity other than their own	fDDRace	LD	45	8a.	People of a race or ethnicity other than your own	DDRace	FY	45	28	21	6
			UD	67				SR	49	31	18	2
26b.	People from an economic background other than their own	fDDeconomic	LD	44	8b.	People from an economic background other than your own	DDeconomic	FY	37	35	23	5
			UD	54				SR	45	35	18	3
26c.	People with religious beliefs other than their own	fDDreligion	LD	31	8c.	People with religious beliefs other than your own	DDreligion	FY	37	28	26	9
			UD	44				SR	39	29	27	5
26d.	People with political views other than their own	fDDpolitical	LD	39	8d.	People with political views other than your own	DDpolitical	FY	42	23	27	8
			UD	51				SR	43	32	22	2

Experiences with Faculty

Faculty Responses				Student Responses						
Student-Faculty Interaction				Distribution of student responses to: <i>About how often you have done the following during the current school year?</i>						
FSSE Item	Variable	Class	Very often or Often %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who frequently did each of the following with the undergraduate students they teach or advise during the current school year:										
8a.	Talked about their career plans	fSFcareer	LD 61 UD 76	3a.	Talked about career plans with a faculty member	SFcareer	FY 10 SR 22	26	43	20
8b.	Worked on activities other than coursework (committees, student groups, etc.)	fSFotherwork	LD 32 UD 52	3b.	Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	FY 8 SR 13	18	32	43
8c.	Discussed course topics, ideas, or concepts outside of class	fSFdiscuss	LD 55 UD 67	3c.	Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	FY 6 SR 14	18	44	31
8d.	Discussed their academic performance	fSFperform	LD 85 UD 80	3d.	Discussed your academic performance with a faculty member	SFperform	FY 7 SR 16	20	47	27
								26	40	19

Effective Teaching Practices

Percentage of faculty who substantially do the following in their undergraduate courses:				Distribution of student responses to: <i>To what extent have your instructors done the following during the current school year?</i>						
FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
10a.	Clearly explain course goals and requirements	fETgoals	LD 94 UD 95	5a.	Clearly explained course goals and requirements	ETgoals	FY 41 SR 42	38	18	3
10b.	Teach course sessions in an organized way	fETorganize	LD 98 UD 99	5b.	Taught course sessions in an organized way	ETorganize	FY 39 SR 38	39	18	4
10c.	Use examples or illustrations to explain difficult points	fETexample	LD 94 UD 99	5c.	Used examples or illustrations to explain difficult points	ETexample	FY 41 SR 41	39	17	3
10g.	Provide feedback to students on drafts or works in progress	fETdraftfb	LD 72 UD 81	5d.	Provided feedback on a draft or work in progress	ETdraftfb	FY 40 SR 35	35	19	6
10h.	Provide prompt and detailed feedback on tests or completed assignments	fETfeedback	LD 93 UD 97	5e.	Provided prompt and detailed feedback on tests or completed assignments.	ETfeedback	FY 36 SR 36	35	24	5
								38	22	4

Campus Environment

Faculty Responses

Student Responses

Quality of Interactions

FSSE Item	Variable	Class	High ratings %	NSSE Item	Variable	Class	Low ratings %	Moderate ratings %	High ratings %		
Faculty perceptions of the quality of student interactions with the following people at their institution:				Distribution of student responses to: Indicate the quality of your interactions with the following people at your institution.							
3a.	Other students	fQIstudent	LD	30	13a.	Students	QIstudent	FY	2	38	60
			UD	39			SR		2	34	61
3b.	Academic advisors	fQIadvisor	LD	13	13b.	Academic advisors	QIadvisor	FY	8	36	54
			UD	40			SR		6	34	59
3c.	Faculty	fQIfaculty	LD	18	13c.	Faculty	QIfaculty	FY	5	40	55
			UD	48			SR		4	33	62
3d.	Student services staff (career services, student activities, housing, etc.)	fQIstaff	LD	6	13d.	Student services staff (career services, student activities, housing, etc.)	QIstaff	FY	7	33	50
			UD	19			SR		9	34	36
3e.	Other administrative staff and offices (registrar, financial aid, etc.)	fQIadmin	LD	8	13e.	Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	FY	7	41	48
			UD	18			SR		11	43	43

Note: Response options for faculty and student Quality of Interactions items ranged from 1=Poor to 7=Excellent; Low ratings (1 or 2), Moderate ratings (3, 4, or 5), High ratings (6 or 7).

Supportive Environment

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %		
Percentage of faculty who reported that it is important that their institution increase its emphasis on each of the following:				Distribution of student responses to: How much does your institution emphasize the following?								
2b.	Providing support to help students succeed academically	fSEacademic	LD	88	14b.	Providing support to help students succeed academically	SEacademic	FY	33	43	21	4
			UD	87			SR		31	41	22	6
2c.	Students using learning support services (tutoring services, writing center, etc.)	fSElearnsup	LD	85	14c.	Using learning support services (tutoring services, writing center, etc.)	SElearnsup	FY	39	45	12	5
			UD	80			SR		28	35	26	11
2d.	Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	fSEdiverse	LD	73	14d.	Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	FY	25	35	31	9
			UD	78			SR		21	35	31	14
2e.	Providing opportunities for students to be involved socially	fSEsocial	LD	73	14e.	Providing opportunities to be involved socially	SEsocial	FY	38	37	21	4
			UD	65			SR		27	37	28	9
2f.	Providing support for students' overall well-being (recreation, health care, counseling, etc.)	fSEwellness	LD	87	14f.	Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	FY	35	38	25	3
			UD	79			SR		23	31	32	15
2g.	Helping students manage their non-academic responsibilities (work, family, etc.)	fSEnonacad	LD	57	14g.	Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	FY	17	29	35	20
			UD	61			SR		13	18	34	34
2h.	Students attending campus activities and events (performing arts, athletic events, etc.)	fSEactivities	LD	73	14h.	Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	FY	37	39	21	4
			UD	58			SR		23	32	32	14
2i.	Students attending events that address important social, economic, or political issues	fSEevents	LD	68	14i.	Attending events that address important social, economic, or political issues	SEevents	FY	22	25	43	10
			UD	61			SR		15	23	40	23

High Impact Practices

				Faculty Responses			Student Responses					
				<i>Very important or Important %</i>					<i>Done or in progress %</i>	<i>Plan to do %</i>	<i>Do not plan to do %</i>	<i>Have not decided %</i>
<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>		<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>						
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to: Which of the following have you done or do you plan to do before you graduate?								
1a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	fintern	LD	76	11a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern	FY	6	73	5	16		
		UD	87			SR	46	32	13	9		
Percentage of faculty who participate in the following activity in a typical 7-day week:												
6b. Supervising undergraduate internships or other field experiences	fdintern	LD	21									
		UD	44									

Learning Community

				<i>Very important or Important %</i>					<i>Done or in progress %</i>	<i>Plan to do %</i>	<i>Do not plan to do %</i>	<i>Have not decided %</i>
<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>		<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>						
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to: Which of the following have you done or do you plan to do before you graduate?								
1c. Participate in a learning community or some other formal program where groups of students take two or more classes together	flearncom	LD	46	11c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom	FY	7	28	33	32		
		UD	46			SR	28	10	44	18		

Study Abroad

				<i>Very important or Important %</i>					<i>Done or in progress %</i>	<i>Plan to do %</i>	<i>Do not plan to do %</i>	<i>Have not decided %</i>
<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>		<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>						
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to: Which of the following have you done or do you plan to do before you graduate?								
1d. Participate in a study abroad program	fabroad	LD	18	11d. Participate in a study abroad program	abroad	FY	3	23	39	34		
		UD	14			SR	4	7	71	19		

High Impact Practices (continued)

Faculty Responses

Student Responses

Undergraduate Research

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %		
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to: Which of the following have you done or do you plan to do before you graduate?								
1e.	Work with a faculty member on a research project	fresearch	LD	47	11e.	Work with a faculty member on a research project	research	FY	5	22	29	44
			UD	47				SR	20	11	50	19
Percentage of faculty who participate in the following activity in a typical 7-day week:												
6a.	Working with undergraduates on research	fdresearch	LD	39								
			UD	41								

Culminating Senior Experience

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %		
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to: Which of the following have you done or do you plan to do before you graduate?								
1f.	Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	fcapstone	LD	73	11f.	Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone	FY	4	41	15	40
			UD	86				SR	33	28	23	16

Service-Learning

FSSE Item	Variable	Class	All, Most, Some %	NSSE Item	Variable	Class	All %	Most %	Some %	None %		
9.	About how many of your undergraduate courses at this institution have included a community-based project (service-learning)?	fservcourse	LD	42	12.	About how many of your courses at this institution have included a community-based project (service-learning)?	servcourse	FY	1	4	37	58
			UD	65				SR	3	11	52	34
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:												
1g.	Participate in a community-based project (service-learning) as part of a course	fservice	LD	55								
			UD	56								

Additional Engagement Items

Faculty Responses				Student Responses						
Faculty Course Goals and Student-Perceived Gains										
FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Percentage of faculty who reported substantially structuring their selected course section so that students learn and develop in the following areas:				Distribution of student responses to: <i>How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?</i>						
29a.	Writing clearly and effectively	fcgwrite	LD 60 UD 69	17a.	Writing clearly and effectively	pgwrite	FY 27 SR 34	43 37	25 23	5 6
29b.	Speaking clearly and effectively	fcgspeak	LD 46 UD 62	17b.	Speaking clearly and effectively	pgspeak	FY 26 SR 37	39 37	28 20	7 6
29c.	Thinking critically and analytically	fcgthink	LD 90 UD 92	17c.	Thinking critically and analytically	pgthink	FY 32 SR 52	42 36	23 11	3 1
29d.	Analyzing numerical and statistical information	fcganalyze	LD 33 UD 38	17d.	Analyzing numerical and statistical information	pganalyze	FY 23 SR 30	33 32	33 30	12 9
29e.	Acquiring job- or work-related knowledge and skills	fcgwork	LD 54 UD 76	17e.	Acquiring job- or work-related knowledge and skills	pgwork	FY 21 SR 46	34 32	31 15	14 6
29f.	Working effectively with others	fcgothers	LD 50 UD 67	17f.	Working effectively with others	pgothers	FY 22 SR 42	45 34	27 19	6 4
29g.	Developing or clarifying a personal code of values and ethics	fcgvalues	LD 40 UD 61	17g.	Developing or clarifying a personal code of values and ethics	pgvalues	FY 23 SR 37	35 30	31 24	11 9
29h.	Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	fcgdiverse	LD 52 UD 62	17h.	Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	FY 22 SR 33	32 33	36 25	9 9
29i.	Solving complex real-world problems	fcgprobsolve	LD 41 UD 68	17i.	Solving complex real-world problems	pgprobsolve	FY 19 SR 35	32 32	37 27	13 6
29j.	Being an informed and active citizen	fcgcitizen	LD 59 UD 58	17j.	Being an informed and active citizen	pgcitizen	FY 21 SR 29	34 32	31 30	14 9

Course Engagement

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who reported that it is important that the typical student do the following in their selected course section:				Distribution of student responses to: <i>About how often have you done the following during the current school year?</i>						
22a.	Ask questions or contribute to course discussions in other ways	faskquest	LD 91 UD 91	1a.	Asked questions or contributed to course discussions in other ways	askquest	FY 28 SR 41	39 34	30 22	3 3
22b.	Prepare two or more drafts of a paper or assignment before turning it in	fdrafts	LD 47 UD 58	1b.	Prepared two or more drafts of a paper or assignment before turning it in	drafts	FY 24 SR 17	30 25	28 36	17 22
22c.	Come to class having completed readings or assignments	fprepared	LD 92 UD 94	1c.	Come to class without completing readings or assignments	unprepared	FY 3 SR 5	11 9	47 50	39 36

Additional Engagement Items (continued)

Faculty Responses

Student Responses

Student Leadership

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %		
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to: Which of the following have you done or do you plan to do before you graduate?								
1b.	Hold a formal leadership role in a student organization or group	fleader	LD	38	11b.	Hold a formal leadership role in a student organization or group	leader	FY	12	38	27	24
			UD	41			SR	35	7	43	16	

Memorization

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %		
Percentage of faculty whose coursework substantially emphasizes the following in their selected course section:				Distribution of student responses to: How much has your coursework emphasized the following during the current school year?								
27a.	Memorizing course material	fmemorize	LD	47	4a.	Memorizing course material	memorize	FY	28	47	22	3
			UD	26			SR	23	38	30	9	

Time Spent by Students

FSSE Item	Variable	Class	16 or more hours %	NSSE Item	Variable	Class	0-5 hours %	6-15 hours %	16-25 hours %	26 or more hours %		
Percentage of faculty who think the typical student in their selected course section spends 16 hours or more on each of the following in an average 7-day week:				Distribution of student responses to: About how many hours do you spend in a typical 7-day week doing the following?								
20a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ftmprep	LD	2	15a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	tmprep	FY	21	53	19	7
			UD	3			SR	17	48	24	11	
20b.	Participating in co-curricular activities	ftmcocurr	LD	5	15b.	Participating in co-curricular activities	tmcocurr	FY	59	26	12	3
			UD	2			SR	70	20	6	3	
20c.	Working for pay on campus	ftmworkon	LD	14	15c.	Working for pay on campus	tmworkon	FY	89	6	3	2
			UD	12			SR	85	7	7	1	
20d.	Working for pay off campus	ftmworkoff	LD	45	15d.	Working for pay off campus	tmworkoff	FY	65	13	11	11
			UD	59			SR	37	11	22	29	
20e.	Doing community service or volunteer work	ftmservice	LD	2	15e.	Doing community service or volunteer work	tmservice	FY	84	11	3	1
			UD	2			SR	78	15	5	2	
20f.	Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	ftmrelax	LD	48	15f.	Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelax	FY	24	41	21	14
			UD	39			SR	38	43	14	5	
20g.	Providing care for dependents (children, parents, etc.)	ftmcare	LD	8	15g.	Providing care for dependents (children, parents, etc.)	tmcare	FY	76	13	5	6
			UD	26			SR	66	12	4	17	
20h.	Commuting to campus (driving, walking, etc.)	ftmcommute	LD	0	15h.	Commuting to campus (driving, walking, etc.)	tmcommute	FY	65	25	7	2
			UD	5			SR	68	26	3	2	

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